

# Hilliard City School District

Fine Arts Curriculum  
January 2020

# Content Standards and Model Curriculum

## ❖ **FOUNDATIONAL KNOWLEDGE & SKILLS**

- Instruction in the arts enhances the learning of literacy, numeracy and technology

## ❖ **WELL-ROUNDED CONTENT**

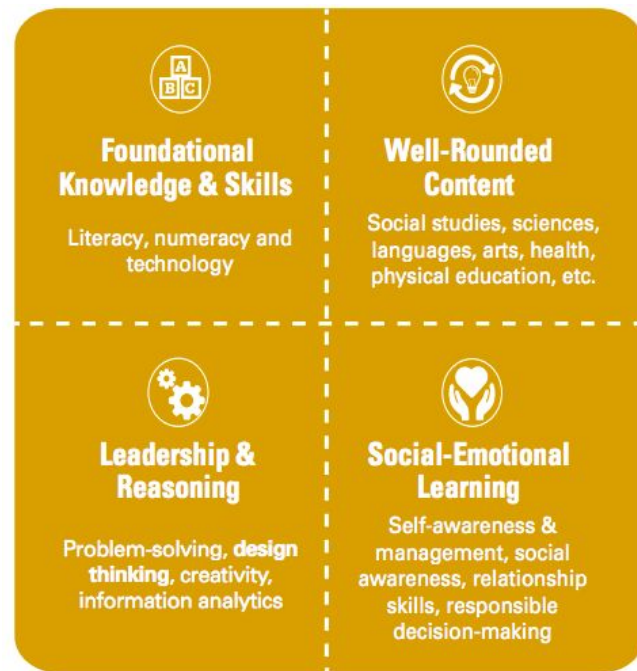
- Instruction in the arts expands students' understanding of the world around them

## ❖ **LEADERSHIP & REASONING**

- Instruction in the arts fosters design thinking, creativity and problem solving

## ❖ **SOCIAL-EMOTIONAL LEARNING**

- Instruction in the arts develops self-awareness, social awareness and relationship skills



# Timeline

State Board of Education approves Ohio's Fine Arts Learning Standards

**2012**

District teams understand the updates to standards and supporting documents and determine any changes needed

**2014**


Updated standards are proposed to the State Board of Education with the hope that they are adopted in early 2020.

**Spring 2020**

Updated standards are fully implemented in the Hilliard City School District.

**2020-2021**

# Fine Arts Curriculum Framework

ENDURING UNDERSTANDINGS	<p><b>Personal Choice and Vision:</b> Students construct and solve problems of personal relevance.</p> <p><b>Critical and Creative Thinking:</b> Students combine and apply artistic and reasoning skills.</p> <p><b>Authentic Application and Collaboration:</b> Students work individually and in groups to address community needs.</p> <p><b>Legacy:</b> As consumers, critics and creators, students evaluate and understand artworks and other tasks presented in the media forms of history.</p>	<p><b>Enduring Understandings</b></p> <p>Students who express themselves through visual art, create artworks in conventional and innovative ways, and other tasks presented in the media forms of history.</p>	 <p><b>REVISED VISUAL ART STANDARDS</b> GRADES K-1-2 SPRING 2012 DRAFT</p>
PROGRESS POINTS	<p>The student will at the appropriate developmental level:</p> <ol style="list-style-type: none"> <li>Recognize that people from various times and cultures create works of art to be used, valued and enjoyed.</li> <li>Explore a range of art concepts and artworks.</li> <li>Compare and contrast artworks from various times and cultures.</li> <li>Produce artworks that express and represent their experiences, imagination and ideas using a range of media including new technologies.</li> <li>Form and express opinions about artworks and apply critical and creative thinking skills to assess and refine their artworks.</li> </ol>	<p><b>Progress Points</b></p>	
COGNITIVE & CREATIVE LEARNING PROCESSES	<p><b>PERCEIVING/KNOWING (PE)</b></p> <p><i>Observe, listen, attend to, discriminate</i></p>	<p><b>PRODUCING/PERFORMING (PR)</b></p> <p><i>Create, compare, interpret, evaluate</i></p>	<p><b>RESPONDING/REFLECTING (RE)</b></p> <p><i>Reconsider, question, make connections, self-assess</i></p>
CONTENT STATEMENTS	<p><b>K</b></p> <ol style="list-style-type: none"> <li>Describe the meaning in the marks they make on paper.</li> <li>Name and point out subject matter and details observed in works of art.</li> <li>Describe different ways that an artwork expresses an emotion or mood.</li> <li>Distinguish between common visual art forms (e.g., painting, drawing, sculpture).</li> <li>Identify and name materials used in visual art.</li> <li>Recognize and point out basic elements of art in their own artworks and that of others.</li> <li>Explore their environments and experiences for artmaking ideas.</li> </ol>	<p><b>Cognitive &amp; Creative Processes</b></p> <ol style="list-style-type: none"> <li>Use observation and other tools to create and communicate personal meaning.</li> <li>Communicate and describe an artwork based on observation, imagination and feelings.</li> <li>Communicate and describe design elements to communicate subject matter in various visual forms.</li> <li>Reduce objects into basic shapes and lines in relation to the whole image.</li> <li>Engage in artmaking that explores and combines various forms of symbolic representation including words, symbols, images, music and movement.</li> </ol>	<ol style="list-style-type: none"> <li>Describe their artworks and efforts and share their artmaking processes.</li> <li>Show confidence and pride in their artistic accomplishments.</li> <li>Connect their personal experiences to what they see in works of art.</li> <li>Communicate the ideas and stories they see in works of art.</li> <li>Describe what they see and feel in selected works of art.</li> <li>Recognize and point out the similarities and differences between artistic styles.</li> <li>Recognize that people have different opinions and responses to works of art.</li> <li>Consider and talk about why people make and enjoy works of art.</li> </ol>
1	<ol style="list-style-type: none"> <li>Recognize and describe that people create art and art objects to communicate ideas and serve different purposes.</li> <li>Explore and describe how a selected artwork communicates its meaning.</li> <li>Examine one or more traditional and historical artworks and respond to the visual, expressive features in the work.</li> <li>Identify and point out visual art and design elements and principles in their own artworks and in those of others using art vocabulary.</li> <li>Identify and discuss what an artist does and find examples of works by artists in their schools and communities.</li> <li>Generate artmaking ideas from their daily experiences and the environment.</li> </ol>	<p><b>Content Statements By Grade-Level</b></p> <ol style="list-style-type: none"> <li>Creates an artwork based on observation of the real objects and scenes.</li> <li>Use selected art and design elements and principles to explore ideas, feelings and relationships.</li> <li>Engage in artmaking to produce a work that combines music, movement or dramatic play with visual art.</li> </ol>	<ol style="list-style-type: none"> <li>Recognize and point out the strengths in their artworks and how the work could be improved.</li> <li>Recognize works of art to a level of personal satisfaction.</li> <li>Share their artmaking processes with peers.</li> <li>Explain how personal ideas and experiences are reflected in the subject matter of artworks.</li> <li>Discuss the meanings of visual symbols, images and icons observed in artworks.</li> <li>Select an art object and describe its personal, functional or decorative purpose.</li> <li>Describe how elements and principles communicate meaning in works of art.</li> <li>Express and share their own responses to works of art and consider the responses of others.</li> </ol>
2	<ol style="list-style-type: none"> <li>Notice and point out details and respond to expressive features in artworks.</li> <li>Distinguish the subject matter and artistic style of two or more visual artworks.</li> <li>Compare the form, materials and techniques in selected works of art using descriptive language.</li> <li>Identify and compare the purposes for creating art objects from various cultures.</li> <li>Identify and describe cultural symbols, image and contexts of works of art.</li> <li>Identify and share the uses of visual art outside the classroom and provide examples.</li> <li>Generate artmaking ideas from their daily experiences and the environment.</li> </ol>	<ol style="list-style-type: none"> <li>Demonstrate increasing skill and craft in the use of art tools and materials with attention to their diverse qualities.</li> <li>Decide what cannot be observed directly and depict it visually.</li> <li>Create artworks based on imagination and invention of familiar objects and scenes.</li> <li>Demonstrate flexibility in their creative processes and use of art materials.</li> <li>Identify, select and use art and design elements and principles to express emotions and produce a variety of visual effects (e.g., means of surface, color, pattern and tone).</li> <li>Use visual art materials to express an idea that reflects their own social or cultural identity.</li> </ol>	<ol style="list-style-type: none"> <li>Use basic self-assessment strategies to improve their artworks.</li> <li>Understand the difference between assessing the quality of an artwork and their personal preference for the work.</li> <li>Isolate the subject matter and ideas in their own artworks to those in the works of others.</li> <li>Share their personal interpretations of the meanings conveyed in various works of art.</li> <li>Describe how an artist uses the elements and principles of design to create expressive impact in a work of art.</li> <li>Identify and articulate important historical and cultural contributions of selected visual artists.</li> <li>Recognize and discuss that people have various opinions about art and value art for different reasons.</li> </ol>


# Elementary Art

- All day kindergarten - 5th graders have a grade level art and music class embedded into their schedule.
- The Ohio Visual Art Grade Level Standards are utilized
- Supplemental programs such as art shows, guest speakers, and enrichment classes are evident among all buildings.

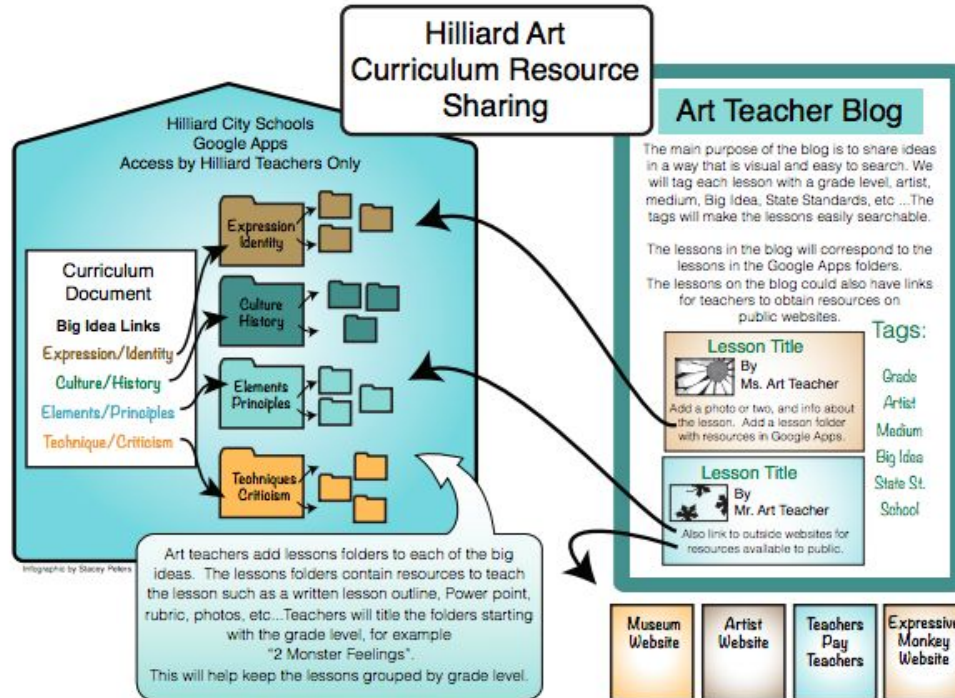
# Visual Arts Curriculum Framework Sample



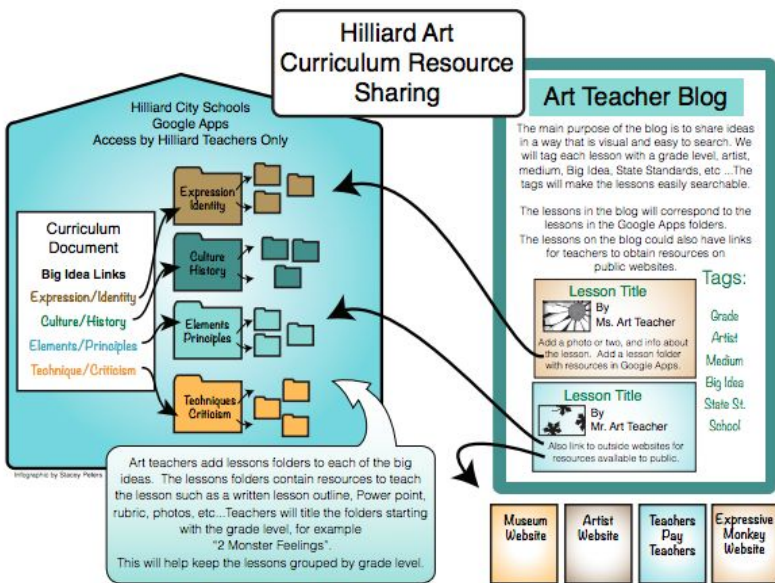
## 2012 Visual Art Standards GRADES 9 - 12

<b>ENDURING UNDERSTANDINGS</b>	<p><b>Personal Choice and Vision:</b> Students construct and solve problems of personal relevance and interest when expressing themselves through visual art.</p> <p><b>Critical and Creative Thinking:</b> Students combine and apply artistic and reasoning skills to imagine, create, realize and refine artworks in conventional and innovative ways.</p> <p><b>Authentic Application and Collaboration:</b> Students work individually and in groups to focus ideas and create artworks that address genuine local and global community needs.</p> <p><b>Literacy:</b> As consumers, critics and creators, students evaluate and understand artworks and other texts produced in the media forms of the day.</p>					
<b>Students will:</b>  <b>PROGRESS POINTS</b>	<ul style="list-style-type: none"> <li>A. Understand and articulate the intrinsic worth and public value of arts and cultural participation.</li> <li>B. Draw on a variety of sources to generate, select and evaluate ideas to create personally meaningful products.</li> <li>C. Address and communicate complex visual and conceptual ideas using a range of technical skill and art media including new technologies.</li> <li>D. Access and evaluate information from a variety of sources for visual reference with attention to ethical and legal issues.</li> <li>E. Apply reasoning skills to communicate key ideas expressed in their artworks and the works of others and use appropriate criteria and language to critique the works.</li> <li>F. Analyze and use digital tools to understand how and why images are created and interpreted and how media influences culture, beliefs and behaviors.</li> <li>G. Demonstrate flexibility and reflective habits when creating visual art forms in a variety of artistic contexts and environments.</li> <li>H. Demonstrate respect for, and effectively work with, socially and culturally diverse teams or content to increase innovation and quality.</li> </ul>					
<b>COGNITIVE AND CREATIVE LEARNING PROCESSES</b>	<b>PERCEIVING/KNOWING (PE)</b>		<b>PRODUCING/PERFORMING (PR)</b>		<b>RESPONDING/REFLECTING (RE)</b>	
<b>ACHIEVEMENT LEVEL CONTENT STATEMENTS</b>  <b>HS Beginning</b>	<p>1PE Examine and articulate the effects of context on visual imagery.</p> <p>2PE Identify and describe the sources artists use for visual reference and to generate ideas for artworks.</p> <p>3PE Identify the relationship between community or cultural values and trends in visual art.</p> <p>4PE Identify the factors that influence the work of individual artists.</p> <p>5PE Describe the role of technology as a visual art medium.</p> <p>6PE Describe the decisions made in the design of everyday objects.</p>		<p>1PR Demonstrate basic technical skill and craftsmanship with various art media when creating images from observation, memory and imagination.</p> <p>2PR Apply the elements and principles of art and design using a variety of media to solve specific visual art problems.</p> <p>3PR Explore multiple solutions to visual art problems through preparatory work.</p> <p>4PR Establish the appropriate levels of craftsmanship when completing artworks.</p> <p>5PR Investigate how to access available digital tools and innovative technologies to create and manipulate artwork.</p> <p>6PR Identify and apply visual literacy as a means to create images that are personally expressive.</p>		<p>1RE Explore various methods of art criticism in responding to artworks.</p> <p>2RE Identify assessment practices to manage, monitor and document their learning.</p> <p>3RE Use appropriate vocabulary to define and describe techniques and materials used to create works of art.</p> <p>4RE Investigate the role of innovative technologies in the creation and composition of new media imagery.</p> <p>5RE Identify and explain one or more theories of aesthetics and visual culture.</p> <p>6RE Identify various venues for viewing works of art.</p> <p>7RE Recognize and articulate the importance of lifelong involvement and advocacy in the arts.</p>	

# Visual Arts Curriculum Framework: HCS D



# Visual Arts Curriculum Framework: HCSD



## EXPRESSION/IDENTITY

(Created from grouping similar themed standards)

### ENDURING UNDERSTANDINGS (FROM STATE STANDARDS)

**Personal Choice and Vision:** Students construct and solve problems of personal relevance and interest when expressing themselves through visual art.

**Critical and Creative Thinking:** Students combine and apply artistic and reasoning skills to imagine, create, realize and refine artworks in conventional and innovative ways.

**Authentic Application and Collaboration:** Students work individually and in groups to focus ideas and create artworks that address genuine local and global community needs.

**Literacy:** As consumers, critics and creators, students evaluate and understand artworks and other texts produced in the media forms of the day.

### PROGRESS POINTS (FROM STATE STANDARDS)

The student will at the appropriate developmental level:

- Recognize that people from various times and cultures create works of art to be looked at, valued and enjoyed.
- Explore a range of art concepts and artworks and construct meaning about the works.
- Connect making art with individual choice and understanding personal cultural identity.
- Produce artworks that express and represent their experiences, imagination and ideas using a range of media including new technologies.
- Form and express opinions about artworks and apply critical and creative thinking skills to assess and refine their artworks.

### ESSENTIAL QUESTIONS

- Why do artists create art?
- How do artists express an idea?
- How does art make you feel?
- How do artists find inspiration?
- What makes art successful?
- How do artists communicate through their artwork?
- How do artists think and talk about art?



# Visual Arts Curriculum Framework: HCSD

## HS BEGINNING

<b>EXPRESSION/IDENTITY</b> (Created from grouping similar themed standards)
<p><b>ENDURING UNDERSTANDINGS</b> (FROM STATE STANDARDS)</p> <p><b>Personal Choice and Vision:</b> Students construct and solve problems of personal relevance and interest when expressing themselves through visual art.</p> <p><b>Critical and Creative Thinking:</b> Students combine and apply artistic and reasoning skills to imagine, create, realize and refine artworks in conventional and innovative ways.</p> <p><b>Authentic Application and Collaboration:</b> Students work individually and in groups to focus ideas and create artworks that address genuine local and global community needs.</p> <p><b>Literacy:</b> As consumers, critics and creators, students evaluate and understand artworks and other texts produced in the media forms of the day.</p>
<p><b>PROGRESS POINTS</b> (FROM STATE STANDARDS)</p> <p><b>The student will at the appropriate developmental level:</b></p> <p>A. Recognize that people from various times and cultures create works of art to be looked at, valued and enjoyed.</p> <p>B. Explore a range of art concepts and artworks and construct meaning about the works.</p> <p>C. Connect making art with individual choice and understanding personal cultural identity.</p> <p>D. Produce artworks that express and represent their experiences, imagination and ideas using a range of media including new technologies.</p> <p>E. Form and express opinions about artworks and apply critical and creative thinking skills to assess and refine their artworks.</p>
<p style="text-align: center;"><b>ESSENTIAL QUESTIONS</b></p> <ul style="list-style-type: none"> <li>• Why do artists create art?</li> <li>• How do artists express an idea?</li> <li>• How does art make you feel?</li> <li>• How do artists find inspiration?</li> <li>• What makes art successful?</li> <li>• How do artists communicate through their artwork?</li> <li>• How do artists think and talk about art?</li> </ul>

<b>PERCEIVING/KNOWING (PE)</b>	<b>PRODUCING/PERFORMING (PR)</b>	<b>RESPONDING/REFLECTING (RE)</b>
<p style="text-align: center;"><b>CONTENT STATEMENTS</b></p> <p>1PE: Examine and articulate the effects of context on visual imagery.</p> <p>2PE: Identify and describe the sources artists use for visual reference and to generate ideas for artworks.</p> <p>3PE: Identify the relationship between community or cultural values and trends in visual art.</p> <p>4PE: Identify the factors that influence the work of individual artists.</p> <p>6PE: Describe the decisions made in the design of everyday objects.</p> <p><a href="#">ODE Visual Arts Model Curriculum HS</a></p> <p style="text-align: center;"><a href="#">Instructional Resources HS</a></p>	<p style="text-align: center;"><b>CONTENT STATEMENTS</b></p> <p>1PR: Demonstrate basic technical skill and craftsmanship with various art media when creating images from observation, memory and imagination.</p> <p>2PR: Apply the elements and principles of art and design using a variety of media to solve specific visual art problems.</p> <p>3PR: Explore multiple solutions to visual art problems through preparatory work.</p> <p>6PR: Identify and apply visual literacy as a means to create images that are personally expressive.</p> <p><a href="#">ODE Visual Arts Model Curriculum HS</a></p> <p style="text-align: center;"><a href="#">Instructional Resources HS</a></p>	<p style="text-align: center;"><b>CONTENT STATEMENTS</b></p> <p>3RE: Use appropriate vocabulary to define and describe techniques and materials used to create works of art.</p> <p>4RE: Investigate the role of innovative technologies in the creation and composition of new media imagery.</p> <p>5RE: Identify and explain one or more theories of aesthetics and visual culture.</p> <p>6RE: Identify various venues for viewing works of art.</p> <p>7RE: Recognize and articulate the importance of lifelong involvement and advocacy in the arts.</p> <p><a href="#">ODE Visual Arts Model Curriculum HS</a></p> <p style="text-align: center;"><a href="#">Instructional Resources HS</a></p>

# 6th Grade Visual Arts

## Visual Art

- This course develops students' knowledge of the elements of art and design while exploring a variety of 2D and 3D media including drawing, painting, sculpture, as well as digital media. Teachers discuss artists, artwork, and provide technique demonstrations to develop the four strands of art education: Art appreciation, art history, art production, and art criticism; as well as problem-solving and critical thinking skills. Throughout the course, students will organize a digital portfolio as a way to document their process as well as their progress.

## Digital Art and Design (2019-2020)

- This is an entry level course designed to develop an understanding and appreciation for all things digital. Students will explore this special genre of art found in everything from advertising to animation to photography and beyond. Emphasis will be on the evolution of digital art, and the basic principles of art and design. Students will be introduced to several computer programs/software, building a foundation to creating digital works of art.

# Mid Level Visual Arts

## 2D Art

- In Two Dimensional (2D) Art, students will demonstrate the proficiency of creative problem solving, strengthening and utilizing observation skills, and application of relevant drawing techniques.
- **Advanced 2D Art:** Students participating in Advanced 2D Art will be responsible for writing a researched-based studio project, and creating a teacher-guided studio project connected to the research. (High School Credit)

## 3D Art

- In Three Dimensional (3D) Art, students will produce a well crafted sculpture that demonstrates the proficiency of techniques required of that medium.
- **Advanced 3D Art:** Students participating in Advanced 3D Art will be responsible for writing a researched-based studio project, and creating a teacher-guided studio project connected to the research. (High School Credit)

# Mid Level Visual Arts: Innovation Learning Campus

- **Project Art and Ecology**

- This introductory class is based on current environmental issues with a focus on how to create real world solutions through art. Emphasis will be on the theme of reducing, reusing, and recycling material to create art. Students will explore spatial relationships and the intersection of ideas and materials as a foundation to create visually balanced works of arts. The goal of the course is to educate, create advocacy opportunities and empower students to be agents of change in their own communities. This is a semester-long, 2 period block, held at the Hub on the Innovation Campus.
  - Awarded a grant through the [Ohio Arts Council \(2019-2020\)](#)
  - Creating the first public work of art for Hilliard to be displayed at the Hilliard Civic and Cultural Arts Building. .

# High School Visual Arts

## 1 Semester .5 Fine Arts Credit

- Photography 1
- Media Arts 1
- Ceramics 1
- Sculpture 1
- Sculpture 2
- Art Appreciation 1
- Art Appreciation 2
- 2D Visual Art A (Online)
- 2D Visual Art B (Online)

## 2 Semester 1 Fine Arts Credit

- Photography 2
- Photography 3
- Media Arts 2
- Ceramics 2
- Ceramics 3
- Ceramics 4
- Art Portfolio
- AP Studio Art Portfolio/2D Design

# High School Visual Arts: Innovation Learning Campus

- **Motion Graphics and Animation**

- This class provides an outlet for original imagery and self-actualization through the use of animation, video, and motion graphics. The visual artists will conceive, animate, and execute short-form 2D and 3D motion graphic content. It will focus on fiction, non-fiction, and experimental moving picture work. This is a double block course.

- **Motion Graphics and Animation 2.0**

- This course builds on the tools and techniques learned in Motion Graphics and Animation. Emphasis will be on traditional animation, expertise in compositing, and storytelling in live action, and creating an original voice and vision with moving pictures. Secondary emphasis will be on mastery of software (After Effects, Animate, and Premiere), Students will be expected to participate regional and national moving picture competitions. This is a double block course.

# Visual Arts: beyond the classroom and curriculum

## Ohio Governor's Youth Art Exhibition 2010-2019

Thad Ricker HDV (Executive Director), Sally Ruffing HBR, Scott Volzer HDB

### Top 275

- 2010 - 15 students
- 2011 - 19 students
- 2012 - 8 students
- 2013 - 8 students
- 2014 - 16 students
- 2015 - 10 students
- 2016 - 8 students
- 2017 - 10 students
- 2018 - 7 students
- 2019 - 16 students

### Top 25

- 2010 - 2 students
- 2011 - 5 students
- 2012 - 3 students
- 2013 - 1 student
- 2014 - 6 students
- 2015 - 2 students
- 2016 - 2 students
- 2017 - 2 students
- 2018 - 1 student
- 2019 - 2 students

# Visual Arts: beyond the classroom and curriculum

- Veterans Day Program at Britton Elementary
- 100 pendants for a Clearer Path Foundation
- Flip the Page Literary Arts magazine
- Student work displayed at the Otterbein University HS show
- Governors and Scholastic Art Show
- Columbus Convention Parking Garage Mural
- Bradley - Memorial Art mentoring program
- [Hilliard Community Empty Bowls Project](#)
- Students create and design graduation program covers
- Feats of Clay student competition
- [Jags of Clay](#)
- Portfolio Development Workshop for HS seniors
- One word tile presentations



# HCSD Performing Arts: Band and Orchestra

## Band

- Numbers have remained relatively steady across the district
- The new opt out for marching band was used for the first time this year
- It was only used by a total of 5 students districtwide

## Orchestra

- The orchestra staffing now has one teacher per middle and secondary school, which allows for full coverage of all classes by a qualified teacher.
- This has also noticeably improved the ability for teachers to assist each other in areas where students have needed small group and individual intervention.
- See Staffing Levels Comparison Sheet

# HCSD Performing Arts: Choir

- For the first time choir will be recruiting in the elementary schools along with the orchestra and band programs.
- This is being done in an effort to bring the numbers and status of the 6<sup>th</sup> grade choirs up to equal footing with the orchestra and band.
- The middle school choir curriculum is being revamped so that there are grade level offerings for Soprano and Alto vocalists, and a combined offering for Tenor and Bass vocalists.
- This middle school choir curriculum change will bring all three middle schools into alignment with each other.
- For 2020/2021, The A Cappella groups like Madrigals, Shades of Blue, Echo etc. will be offered as a class for credit if enrollment is above 18. If not, the option for an independent study will be offered for those classes/activities.

# HCSD Performing Arts: General Music

- The Elementary General Music teachers have developed a series of web resources being used in an effort to improve music reading skills of their students to better prepare them for band, choir and orchestra in the 6<sup>th</sup> Grade.
- General Music at the 6<sup>th</sup> Grade has experienced smaller overall numbers, probably due to the increase in offerings in other elective areas at that level

# HCS D Performing Arts: Drama and Theatre

- The Drama Staff is developing a curriculum for a middle school level drama course they hope to have ready by the 2021-22 school year.
- This course would be offered at each middle school

# HCS D Performing Arts: Trends

- After eight years of significant growth, overall participation in Performing Arts has leveled off district-wide.
- The total participation in all performing arts is down 24 students district-wide from last year.
- The reasons for the leveling off is mostly due to program changes meant to grow the program over several years have been fully implemented.
- Also, it is possibly due to the fact that student's ILC schedules don't allow them to maintain an elective course load similar to previous years.
- Also, many more elective courses offered at the 6<sup>th</sup> grade level have possibly lowered enrollment in 6<sup>th</sup> grade band , choir and orchestra- which is where each of those programs start.
- Overall, the various performing arts programs in the district appear to be entering an era of relative stability, with the exception of some potential growth in 6<sup>th</sup> grade choir and middle school drama.

# Hilliard City School District

Fine Arts Curriculum  
January 2020